



PROFESSIONAL FOREIGN LANGUAGE TEACHING IN A NON-LANGUAGE INSTITUTION OF HIGHER EDUCATION

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Abstract: *The article is devoted to questions of profession-oriented foreign language teaching. The literature review on stated problems is given in the article. The importance of teaching students of non-language Institution how to work with text materials is stressed.*

Key words: *professionally oriented education, teaching reading, text activity, teaching a foreign language in a non-linguistic university.*

The article is devoted to the issues of professionally oriented teaching of a foreign language. The article provides a review of the literature on this issue. The importance of teaching students of a non-linguistic university to work with textual material is emphasized.

The task of higher education is to train qualified specialists with flexible thinking. The specialist must constantly update the acquired knowledge, analyze the problems facing science, linking them into an integral system; he must draw parallels in order to better understand the laws of the development of science. The graduate training program involves the formation of a whole range of key competencies, and a foreign language also makes its own contribution to the professional training of future specialists.

The specificity of professional activity implies practical knowledge of a foreign language by students of all profiles. A foreign language as an academic subject in the system of higher professional education is considered from several positions: the problems of teaching a foreign language as a means of communication; Problems formation of communicative skills by means of a foreign language; formation of a professional orientation; communicative approach in teaching foreign languages. The purpose of teaching foreign languages in non-linguistic universities is the practical use of a foreign language in professional activities.

The requirements currently imposed on graduates of non-linguistic universities are very high: participation in international conferences, conducting business meetings, working with documentation in the specialty, literature in a foreign language. Professionally oriented communication can also take place in an informal setting, in the form of a conversation with foreign colleagues, so a university graduate must use a foreign language as a means of intercultural communication. Such training in a non-linguistic university, according to researchers, requires a new approach to the selection of content - the integration of a foreign language with specialized disciplines, which affects the professional interests of students and contributes to their professional growth. As the



analysis of existing literature shows, professionally-oriented teaching of a foreign language in a non-linguistic university should solve the following tasks:

1. development of communication skills by types of speech activity: speaking, listening, reading, writing;
2. mastery of knowledge in the field of phonetics, grammar, word formation;
3. formation of socio-cultural knowledge that introduces students to the culture of the people, helps to adapt in a foreign language environment;
4. mastering a certain set of professional vocabulary, special terminology in a foreign language.

Teaching a foreign language to students of agricultural universities is fraught with difficulties that are associated with a limited number of hours allocated for mastering the language and varying degrees of student preparedness. Most of the students who grew up in rural areas, often do not have the necessary level of knowledge in the field of grammar and vocabulary of the language being studied, and a foreign language teacher is faced with the problem of working with a group of students that have different levels of training. This problem is solved by using interactive technologies. Interactive learning tools allow you to adjust the difficulties of learning tasks, taking into account the individual level of foreign language proficiency of an individual student and the personal characteristics of students. Interactive learning is based on innovations associated not with passive assimilation of the material, but with active interaction between the teacher and the student, excluding the dominance of one opinion over the other. One of the goals of interactive methods is to create comfortable conditions when the student feels successful and intellectual viability. New education paradigm is an interactive learning process in which each student interacts with three sources of learning information: with a teacher, a database on the subject and colleagues in the group.

The study of new software products, as well as accompanying instructions for the description, use, operation, maintenance and repair of agricultural machinery and tools, reading documentation in the language require a good knowledge of a foreign language from a specialist, especially knowledge of terminology and the ability to work with specialized literature. Program "Foreign language" for students, students at the Faculty of Forestry and Ecology, provides 4 thematic sections in the areas of communication: "household", "educational cognitive", "socio-cultural" and "professional".

In accordance with these thematic sections, teaching of monologue and dialogic speech, writing, reading is carried out. Students make reports, reports, get acquainted with the basics of summarizing and translating literature in their specialty, acquire skills in working with special literature.

The ability to work with literature in a foreign language is becoming increasingly important, as it is basic in the professional activity of a specialist. Students must be proficient in the language of scientific and reference literature, be able to select the literature they need in a foreign language, understand important information for themselves, and must also be aware of achievements in their field of knowledge. Neither reading foreign literature in the specialty, nor oral communication with foreign specialists



is possible without mastering the terminological vocabulary in the specialty, so mastering the terminological vocabulary in the specialty by students is one of the main tasks. Mastering terminological units is a gradual and long-term process.

In the process of reading, new professionally significant information is processed and, as a result, “the generation of a secondary oral or written professionally oriented discourse”. Ideally, the student is faced with the task of extracting textual information, mastering the techniques for extracting information from the text and mastering language forms in the text. When working with text, the teacher teaches methods of extracting information from a foreign language message based on knowledge of the compositional-semantic structure, fixes the language material intended for assimilation.

Working with literature in a foreign language requires students to master different types of reading, each of which has its own goals. An analysis of research papers on the topic shows that the following model of teaching reading seems to be the most effective: introductory viewing - search. Learning reading involves a complete and accurate understanding of all the information contained in the text, the formation of students' ability to independently overcome difficulties in understanding the text. During introductory reading, the main communicative task is to extract basic information as a result of reading the entire text, to find out what issues and how are solved in the text. In this reading, it is important to be able to distinguish between primary and secondary information. When teaching students studying and introductory reading, the following tasks can be offered:

1. Divide the text into introductory, main and final parts. Highlight paragraphs that contain more important information and information of secondary importance.

2. Read a paragraph of text and define a sentence containing the main information. Find a sentence that is a link for the semantic parts of the text.

3. Highlight the main issues raised by listing the sequence of facts in the text. Name the main semantic parts of the text.

4. Answer the questions on the text and make up your own questions. In viewing reading, efforts are directed to determine whether there is information in the text that is of interest to him, and hence the corresponding internal setting for the degree of understanding - to understand in general terms, what this work is about (as an example, one can suggest reading and viewing printed materials in search of certain data). When teaching viewing reading, students can be given the following tasks:

1. Read the title of the text and identify the main topic.

2. Determine what this text is about, judging by the title, pictures, graphs and the end of the text.

3. Determine the topic of the text from the illustrations or drawing.

4. Write down the key words of the text and make a chain of the main facts of the text in which the key words would be related in meaning.

Search reading involves the most complete and accurate extraction of the information contained, which is associated with the comprehension of information, its interpretation, setting for long-term memorization already in the process of reading. When teaching search reading, you can offer the following tasks:



1. Read the text and express your agreement or disagreement with the statements below. Explain the main idea of the text in your own words.
2. Prepare a plan for retelling the text.
3. Retell the text in your native/foreign/ language.
4. Answer the question, in the study of which subjects you may need the information contained in the text.

To achieve this goal, the teaching of a foreign language should follow the principle "from simple to complex". It is necessary to select professional language material for work, taking into account students' knowledge of the language and specialty, the level of education, and organize independent work of students.

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